**Rubric for Nonfiction Social Issues Research Project**

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| **Criteria** | 4 | 3 | 2 | 1 |
| **Introduction x2**  **\_\_\_\_\_\_/8** | Introduction clearly identifies and describes the social issue and provides the necessary background information. | Introduction identifies and describes the issue and gives adequate background information. | Introduction identifies the issue but does not provide adequate background information. | Introduction does not identify topic and provides little or no background information. |
| **Central focus/**  **Thesis x3**  **\_\_\_\_\_\_/12** | Thesis clearly states main idea and provides unity to the entire text. | Thesis states main idea and provides some unity to the entire text. | Thesis is mentioned and clarity is limited. | Thesis and unity are missing. |
| **Evidence and examples x4**  **\_\_\_\_\_\_/16** | Each major point is supported with at least two examples and two examples that support the central focus through explanation and interpretation. | Each major point is supported with at least one example and one example that support the central focus through explanation and interpretation. | Some points are supported with evidence and examples, but there is little or no elaboration. | Examples and evidence provided do not support the central focus. |
| **Organization x2**  **\_\_\_\_\_\_/8** | Organization is clearly apparent and consistent; transitions are effective. | Organization is apparent; transitions are present. | Lacks organization; transitions are ineffective. | Text lacks order; no transitions. |
| **Quotations x2**  **\_\_\_\_\_\_/8** | At least 3 quotations are used. Quotations are introduced gracefully without interrupting the flow of thought. | At least 3 quotations are used. Most quotations are introduced reasonably smoothly. | Only one or two quotations are used or quotations are introduced awkwardly and disrupt reader’s comprehension. | No quotations are included in the text. |
| **Conclusion x2**  **\_\_\_\_\_\_/8** | Conclusion effectively reiterates focus and offers an insightful and interesting solution. | Conclusion restates focus; final solution is not strong. | Restatement of focus is confusing or inconsistent with original; closing observation is irrelevant. | Restatement of focus and closing observation are missing. |
| **Works Cited x2**  **\_\_\_\_\_\_/8** | At least three information sources and one photo source are identified and cited properly. | At least three information sources and one photo source are identified but lack proper formatting. | One or two information sources and/or one photo source are identified, or sources lack proper formatting. | One or fewer sources is included and is lacking proper formatting. |
| **Final**  **Product x3**  **\_\_\_\_\_\_/12** | All requirements are met. Project is neat, legible, and attractive. Images, effects and music do not distract from the content of the project. | Most requirements are met or visual elements and effects are adequate. | One or more requirements is missing or more thought and planning should be given to the use of visual elements and effects. | Requirements not met or visual elements and effects are unfocused or impede the effectiveness of the presentation. |
| **Presentation Skills x3**  **\_\_\_\_\_\_/12** | Presentation enhanced peer understanding of the topic. Excellent presentation skills were employed. Student was a respectful audience member. | Presentation supported peer understanding. Effective presentation skills were employed. Student was a respectful audience member | Some topics covered in the presentation were not clearly explained. Some effective presentation skills were employed. Or, student was a disrespectful audience member. | Presenter simply “read” the text. Effective skills not used and/or student was a disrespectful audience member. |
| **Standard English x2**  **\_\_\_\_\_\_/8** | No errors in spelling, punctuation, capitalization, paragraph structure, grammar/usage, and diction. | 1-3 errors in spelling, punctuation, capitalization, paragraph structure, grammar/usage, and diction. | 4-6 errors in spelling, punctuation, capitalization, paragraph structure, grammar/usage, and diction. | 7 or more errors in spelling, punctuation, capitalization, paragraph structure, grammar/usage, and diction. |

**\_\_\_\_\_\_/100 Final Grade**